DOCUMENT RESUME

ED 347 248 UD 028 751

AUTHOR Kopka, Teresita L. Chan
TITLE Employment Experiences: How Do High School Dropouts Compare with Completers? Survey Report.
INSTITUTION National Center for Education Statistics (ED), Washington, DC.
REPORT NO NCES-90-486
PUB DATE Jul 90
NOTE 61p.; Data Series: HSB-82/86.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Black Students; Cohort Analysis; Comparative Analysis; *Dropouts; *Employment Experience; Followup Studies; Graduation; *High School Graduates; High Schools; Hispanic Americans; *Labor Market; *National Surveys; Sex Differences; *Student Characteristics; Wages; White Students
IDENTIFIERS High School and Beyond (NCES)

ABSTRACT

This report describes differences in the employment experiences of high school dropouts and high school completers, taking into account several personal background and education characteristics. Such variables as labor force status, wage rates, type of occupation, job satisfaction, and other job-related activities are compared for two groups of students who were members of the high school sophomore class of 1980: those who graduated by June 1982 and those who did not. Comparisons are based on data from the first; second, and third follow-ups of the 1980 High School and Beyond survey, a national longitudinal study of the high school sophomores and seniors of 1980. In the third follow-up in 1986, the more than 20,000 respondents were asked about their labor force and continuing education status. Dropouts were more likely than completers to have been unemployed at least once between June 1982 and February 1986. On the average, completers earned more per hour than dropouts. More males dropped out, but female dropouts experienced more difficulties in the world of work than males. Hispanic American dropouts were less likely than Black or White dropouts to be unemployed or to experience longer periods of unemployment. Hispanic American dropouts' earnings also exceeded those of Black dropouts and Black completers. Completers were more likely than dropouts to be satisfied with their jobs and other aspects of their occupations. Twelve tables and 6 graphs present study data. Two appendices provide methodological and technical notes and 14 tables of standard error data. (SLD)

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Survey Report July 1990

Employment Experiences: How Do High School Dropouts Compare With Completers?

Teresita L. Chan Kopka
Elementary and Secondary Education Statistics Division

Data Series:
HSB–82/86

U.S. Department of Education
Office of Educational Research and Improvement NCES 90-486

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July 1990

Contact:
Teresita L. Chan Kopka
(202) 357–6771

Highlights

- Dropouts were more likely than completers to have been unemployed at least once between June 1982 and February 1986.
- On the average, completers earned more per hour than dropouts.
- Although males dropped out at a higher rate than females (19.3 vs. 15.2 percent, not shown in tables), female dropouts experienced more difficulties in the world of work than male dropouts.
- Of the three categories of dropouts, those who were still working for a diploma, GED, or certificate were more likely to encounter difficulties in the workplace than late completers or those who had never returned.
- Hispanic dropouts were less likely than black or white dropouts to be unemployed or to experience longer periods of unemployment. They also exceeded the earnings of both black dropouts and black completers.
- Completers were more likely than dropouts to be employed as professionals or managers/administrators. Dropouts were more likely to be employed as laborers or service workers.
- Completers were more likely than dropouts to be very satisfied with their job as a whole and with other aspects of their occupation such as pay and fringe benefits, importance and challenge, security and permanence, and opportunity to use past training and education.

Acknowledgments

The author wishes to thank the reviewers of this report for their substantive comments and suggestions. They are Jeffrey A. Owings, Andrew J. Kolstad, Lee Hoffman and John Ralph, National Center for Education Statistics; Ken Yasuda, Labor Economist, New Hampshire Department of Employment Security; and Aaron Pallas, Associate Professor of Sociology and Education, Teachers College, Columbia University.

I am especially grateful to Douglas A. Wright, NCES mathematical statistician, for his support throughout the preparation of this report.

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Introduction

The main purpose of this report is to describe differences in the employment experiences of high school dropouts and high school completers, while taking into account several personal background and education characteristics. The study neither examines causality nor reveals the economic and personal consequences of not obtaining a high school diploma since it does not control for the many factors that lead either to dropping out of school or to labor market success.

Several employment variables such as labor force status, wage rates, type of occupation, job satisfaction, and other job-related activities are compared for two groups of students who were members of the high school sophomore class of 1980:

1) those who received their high school diploma by June 1982 (completers) and

2) those who had not earned a diploma as of June 1982 (dropouts).

In some sections, completers also are compared with those who came back to earn a diploma, GED, or certificate (late completers).

A secondary purpose of this report is to describe the high school graduation status of dropouts 4 years after their originally scheduled graduation.

The comparisons are based on data derived from the first, second, and third followups of the 1980 High School and Beyond survey, a national longitudinal study of the high school sophomores and seniors of 1980. Only the sophomore cohort data are used here.

In the third followup (1986) survey, respondents were asked about their labor force experiences over the 2-year period, March 1984 through February 1986. For employment status, the 45-month period, June 1982 through February 1986, was used. When asked about specific jobs, respondents were asked to report on their current or most recent job, whether full- or part-time.

It should be noted that many of the completers were participating in some kind of postsecondary education in 1986 and, thus, unlikely to be working full-time. These individuals are referred to as "completer students." Completers not currently attending school are referred to as "completer nonstudents." For selected analyses, individuals classified as dropouts, were further subdivided into three categories:

(1) those who had returned to school and eventually obtained a diploma, GED, or certificate (late completers);

(2) those who had returned to school and were currently working towards one of these credentials; and

(3) those who had not returned to school as of February 1986.

This report also includes a technical section which describes the methodology of the study and includes explanations of the reliability of estimates.[1] All comparisons cited in the text are statistically significant at the .05 level of significance.

In the following sections, completers will be compared with dropouts on:

- employment status
- wage rates
- type of occupation
- job satisfaction
- other employment-related activities

Within each of these sections, separate analyses are presented by type of dropouts, sex, and race/ethnicity.

Employment Status

The variable "unemployed at least once" as used in this report refers to the following ratio: the estimated number of 1980 high school sophomores who were unemployed at least once during the 45-month period, June 1982 through February 1986, to the estimated number of 1980 high school sophomores who were in the labor force during the same period. Using this incidence of unemployment rate, dropouts displayed a much higher unemployment rate than completers (64.2 vs. 49.2 percent) (table1). Dropouts also experienced longer periods of unemployment than completers (9.2 vs. 6.7 months). This relationship is further demonstrated in the duration of unemployment categories in figure 1. Differences between dropouts and completers for the two categories reflecting unemployment periods of 11 months or more are statistically significant. Late completers--dropouts who came back to obtain a diploma, a GED, or certificate--were more likely than completers to have experienced unemployment (65.0 vs. 49.2 percent).

Within Dropouts

The incidence of unemployment during the 45-month period was very similar for the three dropout groups; 65 percent of late completers, 65.1 percent of those currently working toward completion, and 63 percent of those who had not returned to school (table 1). Within dropout categories there was no significant difference in the duration of unemployment.

Sex

Although the frequency of unemployment did not differ significantly between male and female dropouts, female completers had a higher incidence of unemployment than males (53.4 vs. 44.7 percent) (table 2). For both

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[1]See notes on page 25.

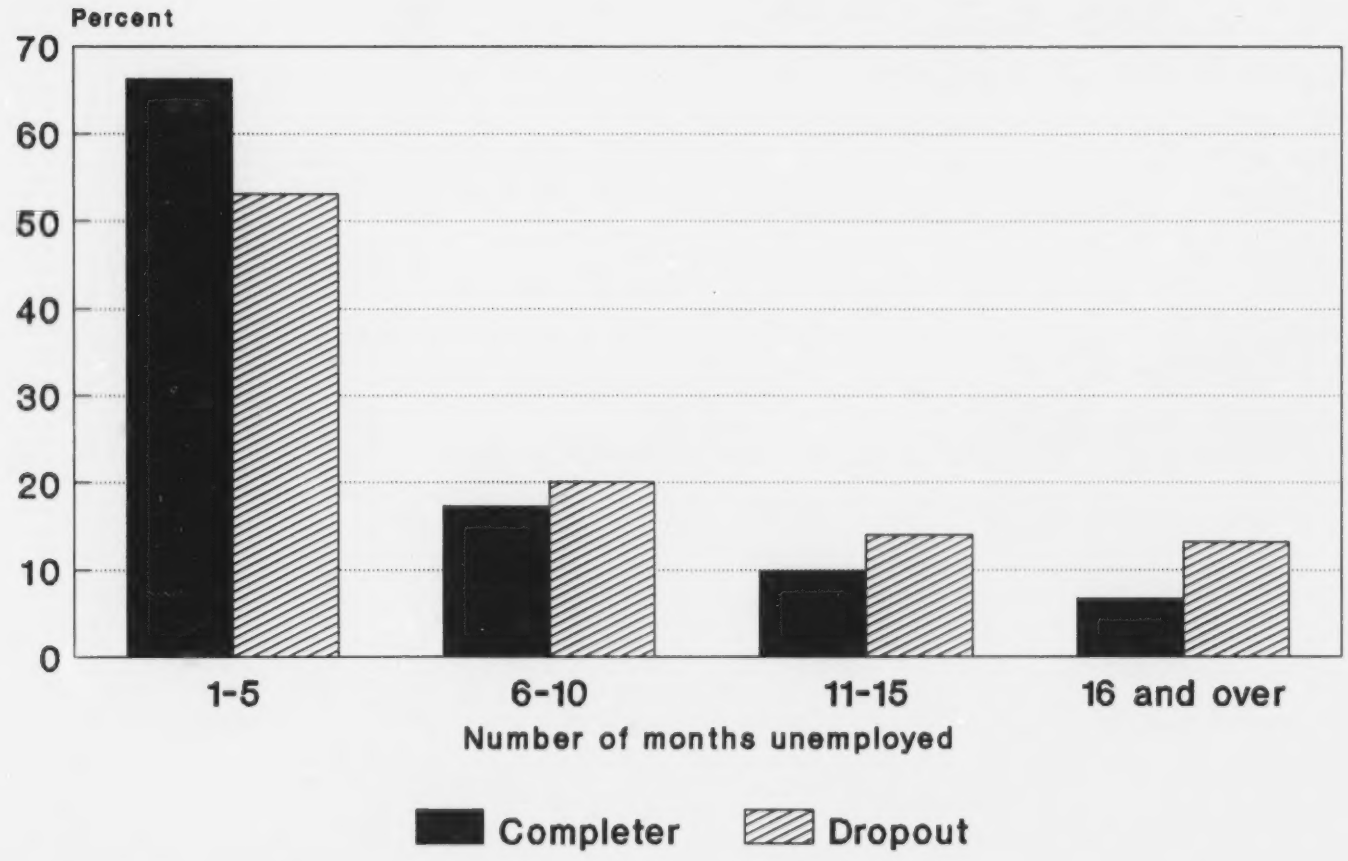
Table 1.--Employment status of 1980 high school sophomore completers and dropouts, by sex: June 1982-February 1986

High school completion status and sex	Percent unemployed at least once	Number of months unemployed				
		Average	1-5	6-10	11-15	16 & over
			Percentage distribution			
Total	51.8	7.2	63.5	17.8	10.7	7.9
Completer	49.2	6.7	66.3	17.3	9.9	6.6
Male	44.7	6.7	65.7	17.6	10.2	6.5
Female	53.4	6.6	66.7	17.0	9.6	6.6
Postsecondary status[1]						
Student	41.7	5.8	72.8	15.0	7.0	5.2
Male	38.6	5.9	71.8	15.4	7.5	5.4
Female	44.7	5.7	73.7	14.7	6.5	5.1
Nonstudent	53.6	7.0	63.4	18.3	11.1	7.1
Male	48.3	7.1	63.1	18.6	11.3	6.9
Female	58.5	7.0	63.6	18.1	11.3	7.3
Dropout	64.2	9.2	53.1	20.0	13.9	13.1
Male	62.0	8.7	54.1	20.9	14.4	10.6
Female	66.9	9.7	51.9	19.0	13.4	15.8
High school completion status[1]						
Late completer	65.0	8.8	54.4	17.7	16.4	11.4
Working toward diploma/GED/ certificate	65.1	9.6	54.3	20.6	10.4	14.7
Not working toward diploma/ GED/ certificate[2]	63.0	9.5	51.2	22.2	12.2	14.4

[1]As of spring 1986.
[2]Had not returned.

Source: U.S. Department of Education, National Center for Education Statistics, High School and Beyond, 1986.

Figure 1. Percentage distribution by number of months unemployed, by high school completion status



U.S. Department of Education,
NCES, High School and Beyond, 1986.

sexes, dropouts were more likely to have been jobless or to have experienced longer periods of joblessness than completers. Sixty-two percent of male dropouts had been unemployed at least once, in contrast to 44.7 percent of male completers. The comparison was similar for females: 66.9 percent of dropouts had been unemployed at least once compared with 53.4 percent of completers. The average period of unemployment was 8.7 months for male dropouts and 6.7 months for completers. The corresponding figures for females were 9.7 and 6.6 months, respectively.

Race/Ethnicity

Among the three racial/ethnic groups, white dropouts were more likely to have experienced unemployment than white completers (65.1 vs. 46.4 percent) (table 2). The incidence of unemployment rate was lower for Hispanic dropouts than for either white (49.5 vs. 65.1 percent) or black (49.5 vs. 72.1 percent) dropouts.

Although completers in the three racial/ethnic groups (whites, blacks, Hispanics) experienced shorter periods of unemployment than the dropouts, only among whites and blacks were the differences statistically significant: 5.8 vs. 8.3 months for whites and 10.0 vs. 13.3 months for blacks. Again, compared to their completer counterparts, Hispanic dropouts did not show any marked disadvantage in length of unemployment. Black dropouts were more likely to suffer a longer average number of months of unemployment than either white (13.3 vs. 8.3 months) or Hispanic (13.3 vs. 7.9 months). Furthermore, black completers were more likely to experience longer periods of unemployment than either Hispanic or white dropouts.

Table 2.--Employment status of 1980 high school sophomores, by high school completion status, sex, and race/ethnicity: June 1982-February 1986

Sex and race/ethnicity	Percent unemployed at least once		Average number of months unemployed	
	Completer	Dropout	Completer	Dropout
Total	49.2	64.2	6.7	9.2
Male	44.7	62.0	6.7	8.7
Female	53.4	66.9	6.6	9.7
Hispanic	55.5	49.5	7.2	7.9
Black	64.7	72.1	10.0	13.3
White	46.4	65.1	5.8	8.3

WAGE RATES

In the spring of 1986, the average hourly wage reported by dropouts in their current or most recent job was $6.01; the corresponding figure for completers was $6.33 (table 3). "Current" job refers to the job held by the respondent during the time of the survey and "most recent" job refers to the job held last, if not presently employed. Significantly, completers had a higher wage rate, even though many of them were currently enrolled in college or other forms of postsecondary education and not working full-time. If the hourly wage of dropouts is compared with that of completers who were not enrolled in school, the difference is even more marked ($6.50 vs. $6.01). Figure 2 shows the percentage distribution of wage rates for high school completers and dropouts. Almost two-fifths (39.5 percent) of dropouts received low wages--from $3.35 to $4.99 per hour--as compared with 34.1 percent of completers. Dropouts also were more likely than completer nonstudents to earn less than the minimum wage (5.7 vs. 3.6 percent). For hourly wages of $5 and more, percentages were higher for the completers in all wage categories but differences were not significant. Disparities in the earnings rate of completers and late completers were insignificant.

Within Dropouts

Table 3 also shows how wage rates varied significantly within the three dropout categories. Late completers and those who had not returned to school reported a higher wage rate than their counterparts who were still working for a diploma.

Sex

Earning rates for males were significantly higher than those for females, irrespective of completion status. Wage differentials between the sexes were greater with dropouts than with completers. The wage rate of male dropouts exceeded that of females by $1.60; among completers, the advantage for males was $1.42 per hour (table 4). When dropouts were compared with completers of the same sex, the dropouts were again at a disadvantage in earnings. Male dropouts earned an average of $6.62 and male completers an average of $7.05; female dropouts earned an average $5.02 and completers, an average of $5.63 per hour. Among both completers and dropouts, females were more likely than males to earn below the minimum wage.

If attention is restricted to those completers who were not enrolled in school, a rather large wage difference between the sexes is apparent: the averages for men and women were $7.30 and $5.71, respectively (table 3).

Race/Ethnicity

Table 4 shows that only among white respondents were there statistically significant differences between completers and dropouts in average hourly earnings ($6.42 vs. $6.06) and in the percentage receiving less than the minimum wage (3.6 percent of completers vs. 6.4 percent of dropouts).

Table 3.--Mean wage rate of 1980 high school sophomore completers and dropouts in current or most recent job, by sex

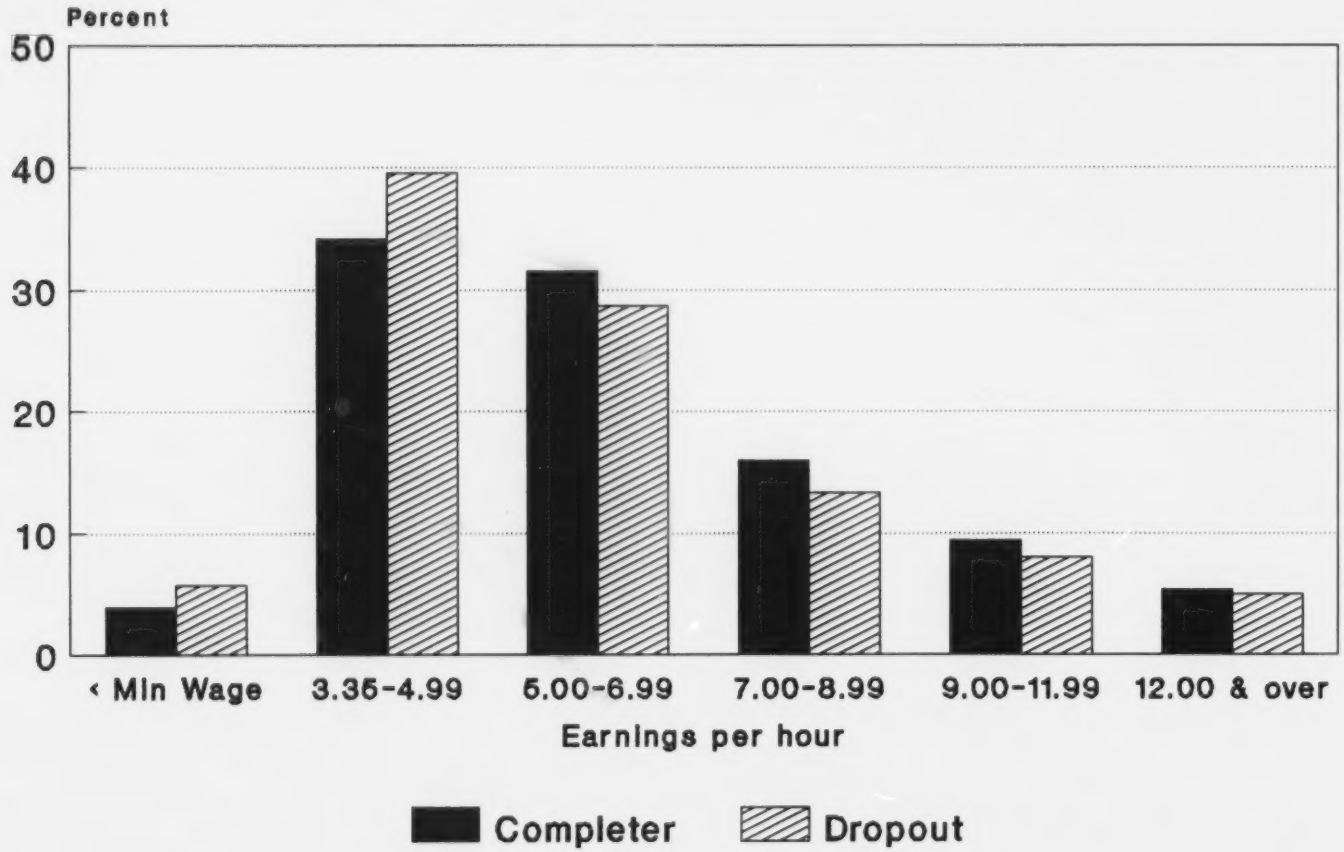
High school completion status and sex	Dollar /hour	< Min wage	$3.35-4.99	$5.00-6.99	$7.00-8.99	$9.00-11.99	$12.00- & over
		Percentage distribution					
Total	$ 6.28	4.2	34.9	31.1	15.4	9.2	5.2
Completer	6.33	3.9	34.1	31.5	15.9	9.4	5.3
Male	7.05	2.4	26.9	31.1	18.7	12.6	8.1
Female	5.63	5.3	41.1	31.9	13.0	6.2	2.5
Postsecondary status[1]							
Student	6.04	4.3	41.9	27.6	12.6	8.6	5.0
Male	6.61	3.7	36.4	28.4	13.8	10.9	6.8
Female	5.50	4.9	47.1	26.8	11.5	6.5	3.2
Nonstudent	6.50	3.6	29.7	33.8	17.6	9.8	5.4
Male	7.30	1.7	21.8	32.7	21.4	13.6	8.9
Female	5.71	5.5	37.6	34.9	13.9	6.1	2.0
Dropout	6.01	5.7	39.5	28.6	13.3	8.0	4.9
Male	6.62	3.5	30.4	33.1	15.4	10.5	7.0
Female	5.02	9.4	54.1	21.2	9.8	4.1	1.5[2]
High School completion status[1]							
Late completer	6.22	3.9	36.7	29.1	15.8	9.7	4.8
Working toward diploma/GED/certificate	5.40	6.9[2]	50.0	27.8	6.2[2]	6.2[2]	3.0[2]
Not working toward diploma/GED/certificate[3]	5.91	7.8	40.0	28.1	12.0	6.4	5.6

[1]As of spring 1986.
[2]See notes on page 25.
[3]Had not returned.

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Source: U.S. Department of Education, National Center for Education Statistics, High School and Beyond, 1986.

Figure 2. Percentage distribution of employed persons by earnings per hour, by high school completion status



Source: U.S. Department of Education, NCES, High School and Beyond, 1986.

Hispanics exhibited a different pattern. The dropouts earned more than the completers, $6.39 vs. $6.13 per hour, but the disparity was not significant. Hispanic dropouts received higher wages than black dropouts ($6.39 vs. $5.47 per hour).

Black completers received a lower wage rate than dropouts from both the Hispanic ($5.77 vs. $6.39) and white ($5.77 vs. $6.06) groups.

Table 4.--Mean wage rate of 1980 high school sophomores in current or most recent job, by high school completion status, sex, and race/ethnicity

Sex and race/ethnicity	Dollar/Hour		Less than Minimum Wage (percent)		$3.35-$4.99 (percent)	
	Completer	Dropout	Completer	Dropout	Completer	Dropout
Total	$ 6.33	$ 6.01	3.9	5.7	34.1	39.5
Male	7.05	6.62	2.4	3.5	26.9	30.4
Female	5.63	5.02	5.3	9.4	41.1	54.1
Hispanic	6.13	6.39	3.9	3.3	34.6	38.1
Black	5.77	5.47	6.5	5.7	37.5	48.0
White	6.42	6.06	3.6	6.4	33.7	37.2

Note: current job was one held as of February to May 1986. Most recent was one held since March 1984.

Type of Occupation

As would be expected, completers were more likely than dropouts to hold a professional or technical job (10.6 vs. 2.3 percent) and a managerial or administrative job (7.6 vs. 4.4 percent) (table 5). Dropouts were more likely than completers to hold blue-collar jobs such as operatives (12.6 vs. 6.4 percent), laborers (11.5 vs. 6.5 percent) and service workers (23.1 vs. 18.1 percent). Among dropouts, the most common occupational areas were service (23.1 percent), followed by craftsman (18.5 percent) and a close third, secretarial or clerical (16.4 percent). For completers, the most common jobs were secretarial or clerical (26.4 percent), service workers (18.1 percent) and craftsman (13.4 percent).

Completers were more likely than late completers to have been employed in professional or technical and managerial or administrative jobs.

Table 5.--Type of occupation held by 1980 high school sophomore completers in current or most recent job, by sex

High school completion status and sex	Prof/ tech	Manager/ admin	Salesman/ agent	Secretary/ clerk	Craftsman	Operative	Laborer	Service worker
	Percentage distribution							
Total	9.3	7.1	7.8	24.8	14.2	7.4	7.3	18.9
Completer	10.6	7.6	8.1	26.4	13.4	6.4	6.5	18.1
Male	11.1	8.2	6.8	11.3	23.9	8.9	11.5	13.0
Female	10.2	7.0	9.3	41.0	3.2	4.0	1.7	23.0
Postsecondary status[1]								
Student	17.9	6.4	10.4	28.9	6.2	3.1	5.7	19.4
Male	18.9	7.7	9.7	17.5	11.0	4.9	10.6	16.3
Female	17.0	5.2	11.1	39.7	1.7	1.5	1.1	22.4
Nonstudent	6.4	8.3	6.8	25.1	17.5	8.3	6.9	17.3
Male	6.7	8.5	5.2	7.8	31.2	11.2	12.0	11.2
Female	6.1	8.1	8.3	42.0	4.1	5.5	2.0	23.3
Dropout	2.3	4.4	6.1	16.4	18.5	12.6	11.5	23.1
Male	2.3	4.5	6.0	7.4	28.1	13.1	17.2	13.9
Female	2.3	4.2	6.2	30.9	3.1	11.6	2.3	37.7
High school completion status[1]								
Late completer	3.8	5.0	6.9	20.7	18.3	9.3	9.5	20.2
Working toward diploma/GED/ certificate	1.1[2]	0.7[2]	7.2	13.8	17.8	9.4	20.2	26.5
Not working toward diploma/ GED/ certificate[3]	0.7[2]	4.8	4.8	11.9	18.8	17.5	11.3	25.6

[1]As of spring 1986.
[2]See notes on page 25.
[3]Had not returned.
Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984. Totals are less than 100 percent due to exclusion of transport operative and farmer/farm laborers.
Source: U.S. Department of Education, National Center for Education Statistics, High School and Beyond, 1986.

Within Dropouts

There were relatively more laborers (20.2 percent) among those who were presently working for a diploma than among late completers, 9.5 percent. Service jobs were the most popular occupations both among those who had returned to school to work toward completion (26.5 percent) and those who had not returned (25.6 percent).

Sex

The jobs held by females were heavily concentrated in the secretarial or clerical and service occupations. More than 40 percent of female completers were secretaries or clerks, as compared with 30.9 percent of female dropouts. However, female dropouts were more highly represented in the service occupations than were female completers (37.7 vs. 23.0 percent). Male dropouts were more likely than completers to be employed as laborers (17.2 vs. 11.5 percent). They were less likely to work as technicians or professionals (2.3 vs. 11.1 percent).

Race/Ethnicity

For two racial/ethnic groups, completers were more likely than dropouts to hold technical or professional jobs; blacks (5.9 vs. 0.4 percent) and whites (11.7 vs. 2.6 percent) (table 6). In blue collar occupations, the reverse was true for whites; white dropouts were more likely than their completer counterparts to be employed as operatives (13.4 vs. 5.9 percent) or laborers (11.0 vs. 6.3 percent). The pattern showed by Hispanic dropouts and completers for these three types of occupation was similar to that of blacks and whites but the differences were insignificant.

Table 6.--Type of occupation held by 1980 high school sophomores in current or most recent job, by high school completion status, sex, and race/ethnicity (in percent)

Sex and race/ ethnicity	Prof/Tech		Operative		Laborer	
	Completer	Dropout	Completer	Dropout	Completer	Dropout
Total	10.6	2.3	6.4	12.6	6.5	11.5
Male	11.1	2.3	8.9	13.1	11.5	17.2
Female	10.2	2.3	4.0	11.6	1.7	2.3
Hispanic	7.2	3.2	8.2	16.6	8.8	12.2
Black	5.9	0.4	8.3	8.5	6.8	13.4
White	11.7	2.6	5.9	13.4	6.3	11.0

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Impact of the Changing Structure of the Labor Market

The likelihood of dropouts finding work in various occupations should be viewed in the context of the labor market's changing structure.

Professional and technical jobs (e.g., accountants, teachers, nurses, and technicians) have increased relatively faster than the jobs that are commonly held by dropouts (laborers, assemblers, operators, and service workers). These shifts in the occupational spectrum can be found in two sets of tables from the Bureau of Labor Statistics.[2] According to these tables, the percentage share of managerial and professional jobs rose from 19.6 percent in 1972 to 23.3 in 1982; and from 23.4 percent in 1983 to 25.4 percent in 1988. The percentage share of service sector jobs (excluding private household and protective service); jobs which are common among dropouts, to the total number of jobs rose from 10.0 to 10.9 percent from 1972 to 1982 and fell from 11.1 to 10.9 percent from 1983 to 1988. The occupational sector consisting of operators, assemblers, and inspectors registered the greatest decline in percentage share: from 21.2 percent in 1972 to 16.6 percent in 1982 and 16.0 to 15.5 percent from 1983 to 1988.

Another economic reality that perhaps increases the difficulty for dropouts is the higher unemployment rate in such occupations as service jobs, operators, and laborers--occupations in which they are most likely to be employed (figure 3). In 1986, for example, when the overall unemployment rate was 7.0 percent, the rate for the managerial and professional specialty was a low of 2.4 percent. At the same time, for the service occupations (exluding private household and protective service), the rate was 9.3 percent; for operators, assemblers, inspectors, and laborers, it was 10.9 percent.

Job Satisfaction

Irrespective of school completion status, 24.7 percent of the members of the sophomore class of 1980 reported that they were very satisfied with their current or most recent job; 58.9 percent were satisfied; 12.9 percent were dissatisfied; and 3.4 percent were very dissatisfied (table 7). Completers showed fewer problems in the labor market and were more likely to be very satisfied with their jobs as a whole than were dropouts (25.3 vs. 21.8 percent); nevertheless, the two groups appear to be quite similar in overall satisfaction levels (figure 4). In this study, respondents were also asked to report level of satisfaction with five aspects of their jobs: pay and fringe benefits, importance and challenge, security and permanence, opportunity to use past training and education, and opportunity for developing new skills (figure 5). Tables 8 and 9 show their reponses to these questions, tabulated by degree of satisfaction (very satisfied/very dissatisfied) within high school completion status. It is evident that significantly more completers than dropouts were very satisfied with respect

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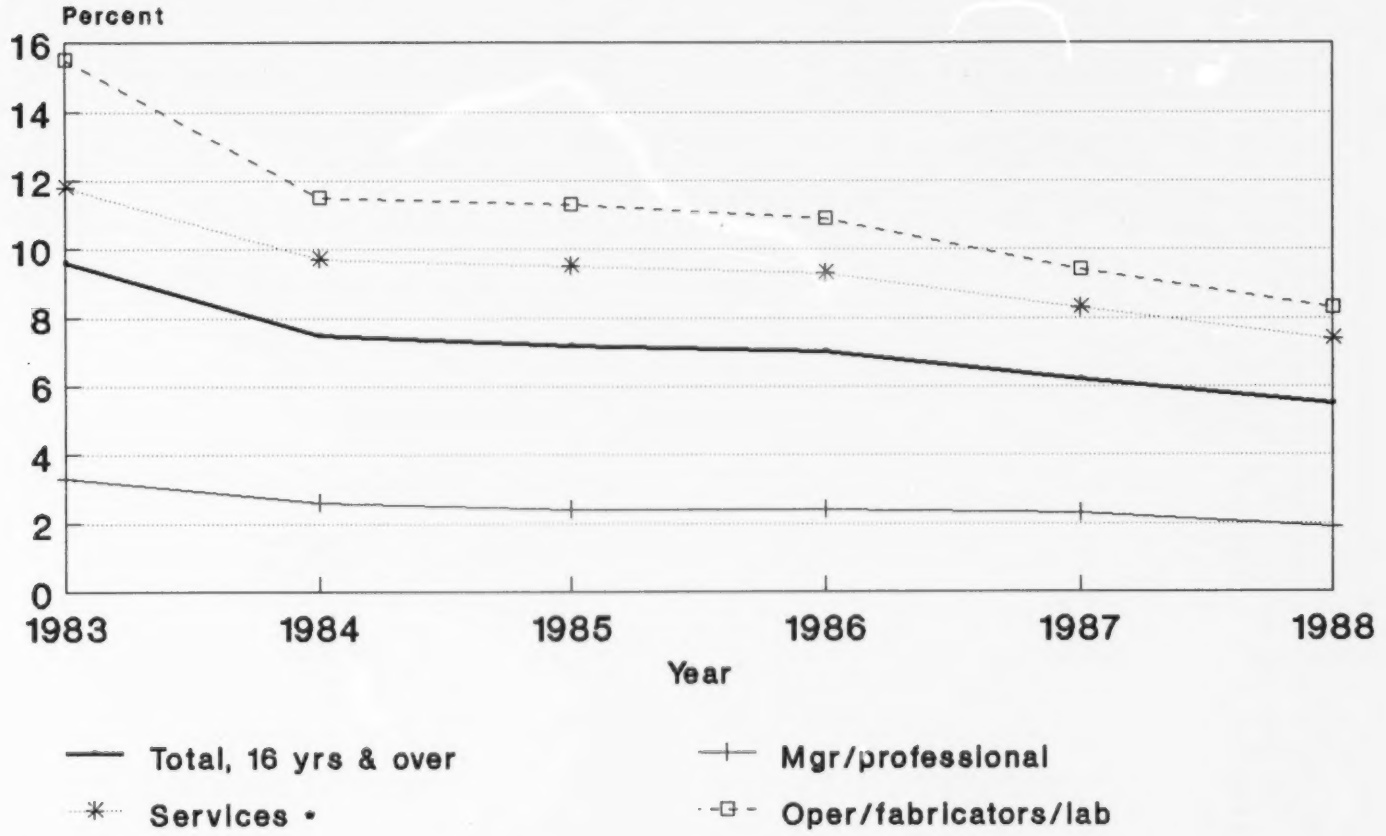
[2]See notes on page 25.

Figure 3. Unemployment rates of selected occupational groups



Source: Bureau of Labor Statistics
• Excluding private household and protective service

Table 7.--Degree of satisfaction with job as a whole in current or most recent job of 1980 high school sophomore completers and dropouts, by sex (in percent)

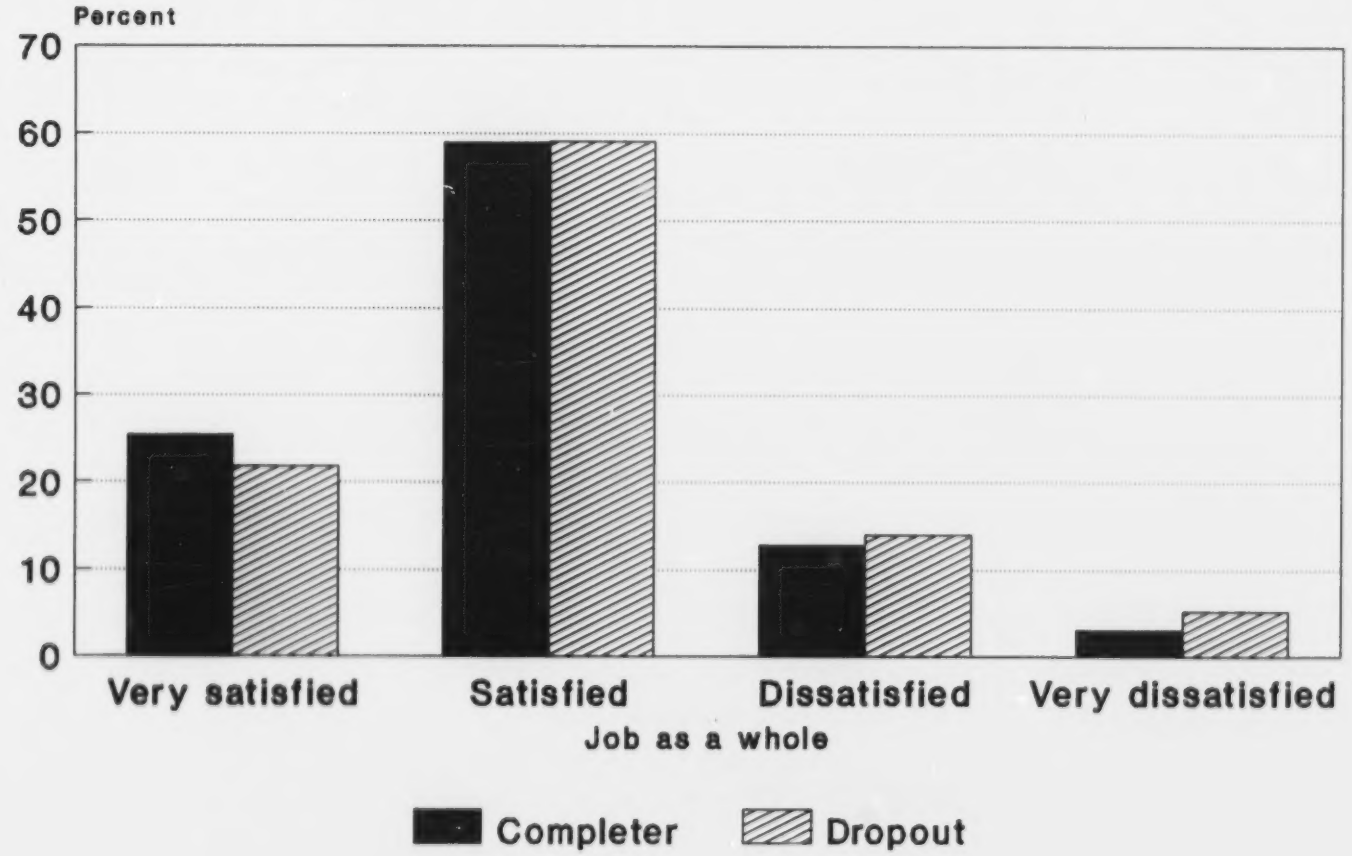
High school completion status and sex	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Total	24.7	58.9	12.9	3.4
Completer	25.3	58.9	12.7	3.1
Male	24.7	59.3	12.9	3.1
Female	25.9	58.5	12.5	3.1
Postsecondary status[1]				
Student	24.9	58.4	13.6	3.1
Male	24.6	58.6	13.9	2.9
Female	25.1	58.2	13.3	3.4
Nonstudent	25.6	59.2	12.2	3.1
Male	24.8	59.6	12.4	3.2
Female	26.3	58.7	12.0	3.0
Dropout	21.8	59.1	14.0	5.2
Male	22.6	60.3	13.0	4.0
Female	20.4	57.1	15.5	7.0
High school completion status[1]				
Late completer	23.8	57.4	14.1	4.6
Working toward diploma/GED/certificate	15.5	62.5	18.2	3.9[2]
Not working toward diploma/GED/certificate[3]	21.0	60.1	12.6	6.2

[1]As of spring 1986.
[2]See notes on page 25.
[3]Had not returned.

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

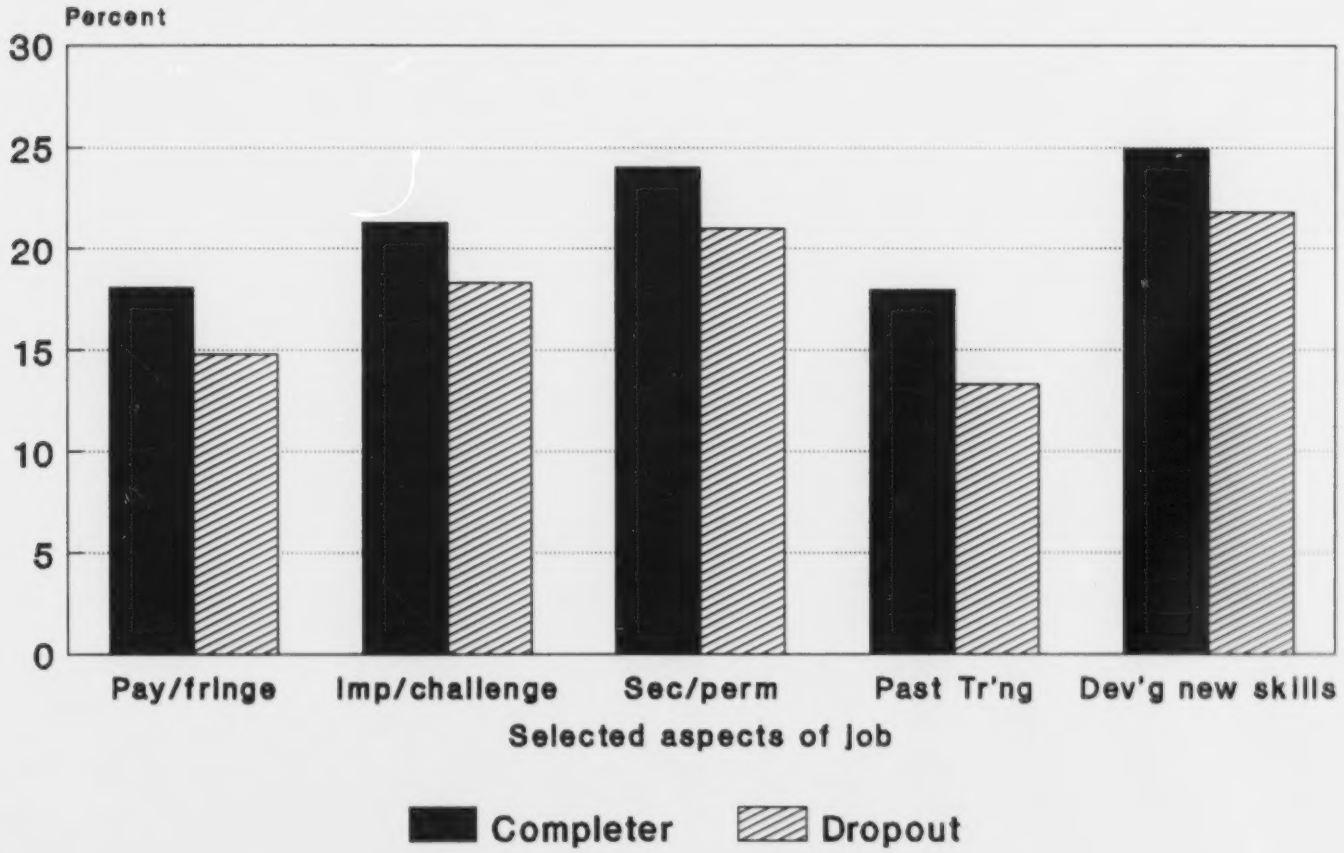
Source: U.S. Department of Education, National Center for Education Statistics, High School and Beyond, 1986.

Figure 4. Degree of satisfaction with job as a whole, by high school completion status



Source: U.S. Department of Education, NCES, High School and Beyond, 1986.

Figure 5. Percent of students who were very satisfied with selected aspects of job held, by HS completion status



Source: U.S. Department of Education, NCES, High School and Beyond, 1986.

Table 8.--Degree of satisfaction with pay and fringe benefits, and importance and challenge in current or most recent job of 1980 high school sophomore completers and dropouts, by sex (in percent)

High school completion status and sex	Pay and fringe benefits		Importance and challenge	
	Very satisfied	Very dissatisfied	Very satisfied	Very dissatisfied
Total	17.6	5.5	20.9	4.3
Completer	18.1	5.2	21.3	4.4
Male	19.6	4.3	22.1	3.8
Female	16.7	6.0	20.6	4.9
Postsecondary status[1]				
Student	18.5	5.0	19.5	6.2
Male	21.0	3.7	20.0	5.2
Female	16.2	6.2	19.0	7.1
Nonstudent	17.9	5.2	22.4	3.3
Male	18.9	4.6	23.4	3.0
Female	17.0	5.8	21.5	3.6
Dropout	14.8	7.2	18.3	4.1
Male	16.9	5.7	19.3	3.2
Female	11.5	9.7	16.7	5.5
High school completion status[1]				
Late completer	15.0	4.7	19.0	4.5
Working toward diploma/GED/ certificate	15.2	16.5	16.9	4.2[2]
Not working toward diploma/ GED/certificate[3]	14.5	7.8	17.8	3.6

[1]As of spring 1986.
[2]See notes on page 25.
[3]Had not returned.

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Source: U.S. Department of Education, National Center for Education Statistics, High School and Beyond, 1986.

Table 9.--Degree of satisfaction with security and permanence, opportunity to use past training and education, and with developing new skills in current or most recent job of 1980 high school sophomore completers and dropouts, by sex (in percent)

High school completion status and sex	Security and permanence		Use past training and education		Developing new skills	
	Very satisfied	Very dissatisfied	Very satisfied	Very dissatisfied	Very satisfied	Very dissatisfied
Total	23.6	5.4	17.3	6.9	24.4	5.6
Completer	24.0	5.1	18.0	6.9	24.9	5.4
Male	23.0	5.3	17.4	7.1	25.3	5.1
Female	25.0	5.0	18.6	6.8	24.5	5.6
Postsecondary status[1]						
Student	19.9	6.0	18.6	7.9	23.9	6.8
Male	19.8	6.1	18.9	8.5	23.8	6.1
Female	20.1	6.0	18.3	7.3	24.0	7.5
Nonstudent	26.3	4.6	17.7	6.4	25.4	4.6
Male	24.8	4.8	16.6	6.2	26.2	4.6
Female	27.8	4.5	18.8	6.5	24.7	4.5
Dropout	21.0	7.0	13.3	6.5	21.8	6.6
Male	22.4	6.7	14.1	5.8	23.9	5.5
Female	18.7	7.4	12.1	7.4	18.4	8.3
High school completion status[1]						
Late completer	23.3	7.7	14.0	6.2	22.7	5.5
Working toward diploma/GED/certificate	16.7	8.7	7.3[2]	9.2	24.5	11.6
Not working toward diploma/GED/certificate[3]	19.2	5.6	14.2	6.0	19.9	6.5

[1]As of spring 1986.
[2]See notes on page 25.
[3]Had not returned.

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.
Source: U.S. Department of Education, National Center for Education Statistics, High School and Beyond, 1986.

to each of 4 aspects of their jobs: pay and fringe benefits (18.1 vs. 14.8 percent), importance and challenge (21.3 vs. 18.3 percent), security and permanence (24.0 vs. 21.0 percent), and use of past training and education (18.0 vs. 13.3 percent). In only one aspect, security and permanence, was the differential significant between the completers and dropouts in the very dissatisfied category (table 9).

Using the two levels of job satisfaction--very satisfied and very dissatisfied--completers were compared with late completers on their jobs as a whole and on five aspects of their jobs. In only one instance was the difference significant: 18.0 percent of completers and 14.0 percent of late completers were very satisfied with the opportunity to use past training and education (table 9).

Within Dropouts

Almost one fourth (23.8 percent) of late completers, compared to one sixth (15.5 percent) of those who were still working for a diploma reported that they were very satisfied with their job (table 7). When it came to pay and fringe benefits, the three groups were almost equally likely to report that they were very satisfied (table 8). However, those still working for a diploma were more likely than late completers to be very dissatisfied in this aspect of their jobs (16.5 vs. 4.7 percent).

Sex

Table 10 shows the level of satisfaction of completers and dropouts with their jobs as a whole and five other aspects of their jobs, by sex and race/ethnicity. Only the "very satisfied" category is displayed since the "very dissatisfied" level produced low percentages.

Marked difference between the sexes is apparent. Female completers were more likely than female dropouts to be very satisfied with their job as a whole (25.9 vs. 20.4 percent) and with four aspects of their jobs (excluding importance and challenge). For males, the level of job satisfaction was not affected by their high school completion status. Males were more likely than females to be very satisfied with their pay and fringe benefits. This was true both for dropouts (16.9 of males vs. 11.5 percent of females) and completers (19.6 vs. 16.7 percent, respectively). (It is important to note here that females earned less than males.)

Race/Ethnicity

Job satisfaction among Hispanics was not affected by their completion status. Black completers were more likely than black dropouts to be very satisfied with their job as a whole (19.7 vs. 11.5 percent) and opportunity to develop new skills (19.0 vs. 10.8 percent). For whites the differences were significant in two categories--pay and fringe benefits (18.6 vs. 15.3 percent) and opportunity to use past training and education (18.5 vs. 14.0 percent). However, among both completers and dropouts, blacks were less likely than whites to be very satisfied with their job as a whole, security and permanence, and opportunity to develop new skills.

Table 10.--Degree of satisfaction (very satisfied) with job as a whole and aspects of job in current or most recent job of 1980 high school sophomores, by high school completion status, sex, and race/ethnicity (in percent)

Sex and race/ethnicity	Job as a whole		Pay and fringe benefits		Importance and challenge	
	Completer	Dropout	Completer	Dropout	Completer	Dropout
Total	25.3	21.8	18.1	14.8	21.3	18.3
Male	24.7	22.6	19.6	16.9	22.1	19.3
Female	25.9	20.4	16.7	11.5	20.6	16.7
Hispanic	23.4	19.5	17.1	11.9	19.4	15.4
Black	19.7	11.5	15.7	13.4	15.6	13.3
White	26.4	24.4	18.6	15.3	22.4	19.1

Sex and race/ethnicity	Security and permanence		Use past training /education		Develop new skills	
	Completer	Dropout	Completer	Dropout	Completer	Dropout
Total	24.0	21.0	18.0	13.3	24.9	21.8
Male	23.0	22.4	17.4	14.1	25.3	23.9
Female	25.0	18.7	18.6	12.1	24.5	18.4
Hispanic	20.1	20.4	18.1	12.3	25.3	20.2
Black	15.1	14.3	15.5	11.4	19.0	10.8
White	25.9	23.0	18.5	14.0	25.8	24.3

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Employment-Related Activities

As of February 1986, 68.9 percent of completers reported that they were working either full- or part-time, as compared to 60.5 percent of dropouts (table 11). Completers were less likely than dropouts to be keeping house (7.5 vs. 19.8 percent), temporarily laid off (1.9 vs. 3.5 percent), or looking for work (8.3 vs. 15.7 percent). Among completers, nonstudents were more likely than students to be working (77.6 vs. 53.7 percent of students). Late completers were significantly more likely than completers to be looking for work or keeping house, but less likely to be working.

Table 11.--Employment-related activities of 1980 high school sophomore completers and dropouts, by sex: February 1986 (in percent)

High school completion status and sex	Work full-/ part-time	Temporary layoff	Looking for work	Keeping house
Total	67.5	2.2	9.6	9.7
Completer	68.9	1.9	8.3	7.5
Male	69.6	2.2	8.5	1.1
Female	68.3	1.6	8.1	13.5
Postsecondary status[1]				
Student	53.7	0.9	6.3	3.4
Male	50.5	0.7	6.0	1.7
Female	56.8	1.2	6.7	5.0
Nonstudent	77.6	2.4	9.4	9.9
Male	80.7	3.1	10.0	0.8
Female	74.8	1.8	8.9	18.4
Dropout	60.5	3.5	15.7	19.8
Male	73.4	5.2	14.4	3.2
Female	44.5	1.4	17.3	40.5
High school completion status[1]				
Late completer	61.7	2.3	13.2	15.4
Working toward diploma/GED/ certificate	59.7	10.7	20.5	17.7
Not working toward diploma /GED/ certificate[2]	59.4	2.7	17.1	25.5

[1] As of spring 1986.
[2] Had not returned.

Source: U.S. Department of Education, National Center for Education Statistics, High School and Beyond, 1986.

Within Dropouts

The percentages of dropouts working either part- or full-time as of February 1986 were almost equal for the three dropout groups; 61.7 percent for late completers, 59.7 for those who were still working for a diploma, and 59.4 for those who had not returned to school (table 11). Dropouts presently working for a diploma were more likely to have been laid off temporarily than the other two dropout groups. Of the three groups, those who had not returned were the most likely to be keeping house, 25.5 percent.

Sex

Among completers, males and females were about equally likely to be employed in February 1986. Among dropouts, males were more likely than females to be working (73.4 vs. 44.5 percent). When female completers were compared with their dropout counterparts, it was evident that a much higher percentage of completers was working full- or part-time (68.3 vs. 44.5 percent) (table 11).

Race/Ethnicity

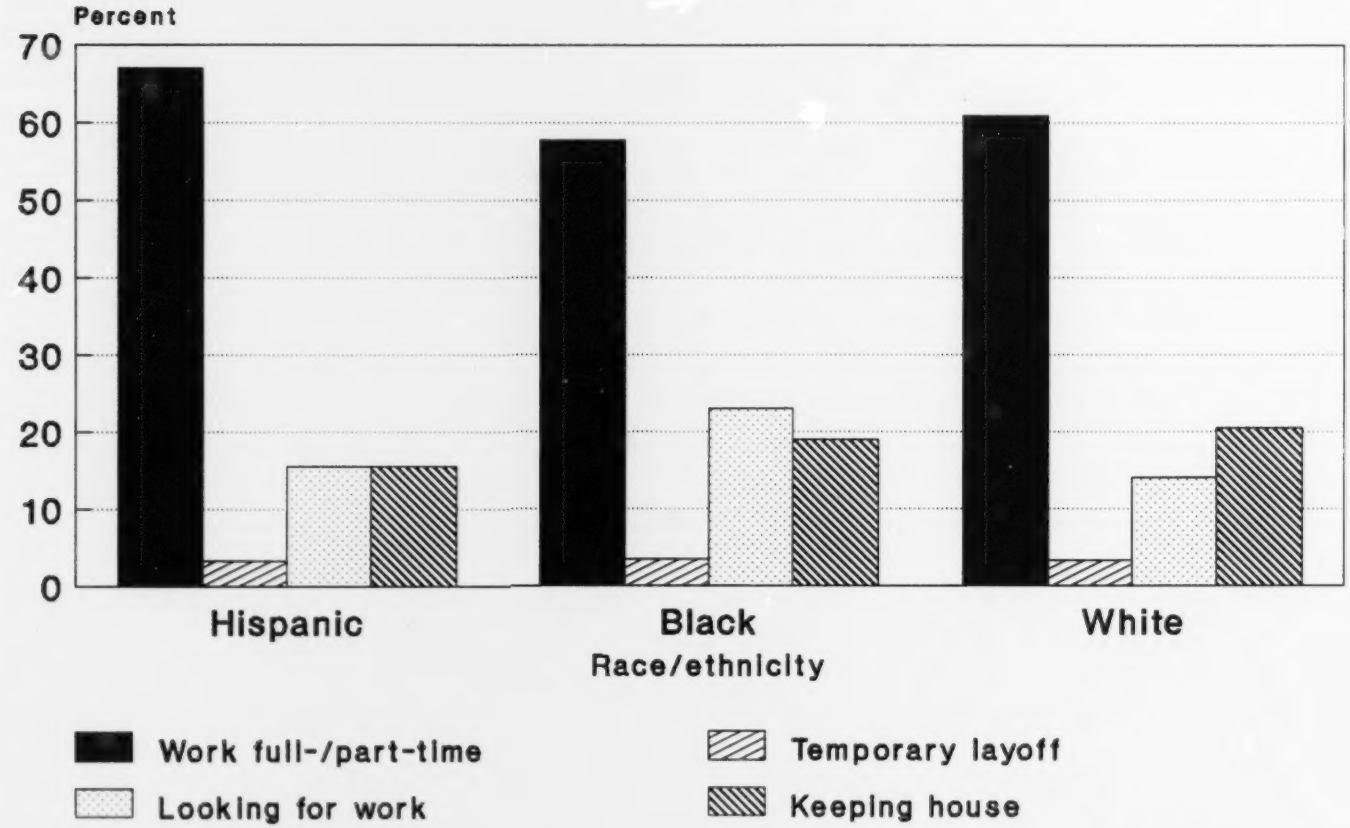
Among whites, 7 out of 10 (69.4 percent) completers were working as of February 1986, compared with 6 out of 10 (60.8 percent) dropouts (table 12). Dropouts were more likely than completers to be looking for work; for whites, 14.0 vs. 7.3 percent and for blacks, 22.9 vs. 13.0 percent. Results were as expected for the three racial/ethnic groups in the keeping house category; that is, the percentages for dropouts were significantly higher than for completers who kept house: Hispanics, 15.4 vs. 8.5 percent; blacks, 18.9 vs. 11.0 percent; and whites, 20.4 vs. 7.0 percent. Percentages for dropouts by activity and race/ethnicity are shown in figure 6.

Table 12.--Employment-related activities of 1980 high school sophomores, by high school completion status, sex and race/ethnicity: February 1986 (in percent)

Sex and race/ethnicity	Work full-/part-time		Temporary layoff		Looking for work		Keeping house	
	Com-pleter	Drop-out	Com-pleter	Drop-out	Com-pleter	Drop-out	Com-pleter	Drop-out
Total	68.9	60.5	1.9	3.5	8.3	15.7	7.5	19.8
Male	69.6	73.4	2.2	5.2	8.5	14.4	1.1	3.2
Female	68.3	44.5	1.6	1.4	8.1	17.3	13.5	40.5
Hispanic	73.0	66.9	2.1	3.3	9.3	15.5	8.5	15.4
Black	64.6	57.7	2.3	3.4[1]	13.0	22.9	11.0	18.9
White	69.4	60.8	1.8	3.3	7.3	14.0	7.0	20.4

[1]See notes on page 25.

Figure 6. Employment-related activities of dropouts during February 1986, by race/ethnicity



Source: U.S. Department of Education, NCES, High School and Beyond, 1986.

SUMMARY

The empirical data on employment, earnings, type of occupation held, and levels of job satisfaction show that dropouts are more likely than completers to experience job-related difficulties. Dropouts receive lower wages, are more likely to be laid-off, have a higher incidence of unemployment, experience longer periods of joblessness, and get less satisfaction from their jobs. They are also less likely than completers to be employed as technicians, professionals, managers, or administrators.

As evident in this study, Hispanics tend to encounter fewer difficulties in the labor market than whites or blacks. For example, Hispanic dropouts received higher wages than black dropouts and were less likely to be unemployed or to experience longer periods of unemployment than either white or black dropouts. Various analyses in this study show that the disparities between Hispanic completers and Hispanic dropouts were insignificant. While both black and white dropouts experienced higher incidence of unemployment than their completer counterparts, this relationship was not found among Hispanics. Of the three racial/ethnic groups, black dropouts encountered more problems in the labor market than either their Hispanic or white counterparts. Black dropouts received lower wages per hour than either white or Hispanic dropouts. Even black completers experienced longer duration of unemployment and received lower average earnings than either Hispanic or white dropouts.

Males dropped out at a higher rate than females, but female dropouts suffered more difficulties in the workplace. Female dropouts are more likely than male dropouts to be unemployed, to receive lower wages, to be less satisfied with their jobs, and to suffer temporary lay-offs.

It is also evident in this study that, within the three dropout categories, those who were still working for a diploma or its equivalent tended to suffer more difficulties in the labor market than either late completers or those who had not returned to school. This group received significantly lower average hourly earnings and were more likely to experience temporary lay-offs from their jobs than the other two dropout groups. They reported less satisfaction with their jobs and were more likely than late completers to work as laborers. Individuals still working for a diploma, appear willing to forego the small, temporary advantages of those who had not returned to school in order to reap the long-term benefits of a high school diploma.

Notes

[1]The sample sizes on which the estimates are based are provided in tables in Appendix B to assist the reader in evaluating the stability of the estimates. Some estimates may have relatively larger standard errors and/or small sample sizes and are identified with footnote number 2. For further information see Methdology and Technical Notes. American Indians and Asians are not included in this report due to insufficient sample size.

[2]"Employment and Earnings" , January 1983 & 1989, Bureau of Labor Statistics, U.S. Department of Labor

Appendix A

Methodology and Technical Notes

Methodology and Technical Notes

The estimates presented in this report were derived from the second and third followups of the 1980 High School and Beyond Longitudinal Survey of High School Sophomores. High School and Beyond is a national longitudinal study of 1980 high school seniors and sophomores. The study began in 1980 by collecting questionnaire data from randomly selected seniors and sophomores in a nationally representative sample of public and private high schools. These students were contacted again and questionnaires administered in 1982, 1984 and 1986. Information concerning study designs, variable definitions, non-response rates, and other technical topics can be found in "High School and Beyond 1980 Sophomore Cohort Third Followup (1986) Data File User's Manual" (National Center for Education Statistics, October 1987, CS 87-408m).

Variable Definitions

The independent or row variables were selected from the standard set of Longitudinal Studies Branch classification variables, LSB 88-4-27. Following are operational definitions of dependent variables used in this study.

Dropout

In this variable (TY18), the student is asked to indicate high school education completed as of spring 1986. All observations that fell under the "never left" category were classified as nondropouts or completers and the rest as dropouts. Dropouts who came back and earned a diploma, GED, or certificate were classified as "late completers." Cases with codes 94 to 98 were evaluated individually after they were crossed with a composite variable HSDIPLOM. These observations were then recoded to reflect additional information provided by the HSDIPLOM codes.

Enrollment in Higher Education

The two variables, student and nonstudent, were derived from questions TY3B, TY3C and TY3D. Completers who were enrolled in vocational, technical, academic, graduate or professional courses during the first week of February 1986 were classified as students and all the rest as nonstudents.

Unemployment

The dependent variable "unemployed at least once" or "incidence of unemployment rate" was derived from questions from

two surveys: SY55 (1984 survey) "In the 21 month period between June 1982 and the end of February 1984, were you ever without a job and looking for work at the same time?" and TY17 (1986 survey) "Between March 1984 and the present time, were you ever without a job, available for work, and looking for work at the same time?" The total time covered by the two questions was 45 months.

Number of Months Unemployed

This variable was derived from the unemployment variables SY55 and TY17. Each respondent reported the months he or she was unemployed between June 1982 and February 1984, and between March 1984 and February 1986. From the total number of months a respondent was unemployed, the average number of months and the class intervals (number of months) were derived.

Type of occupation

The 'type of occupation' variable was derived from the question on current or most recent job since March 1984 (TY8A), "What kind of job or occupation did you or do you have?"

Wages and wage rates

Two variables (TY8HA-current salary and TY8HB-wage schedule) were used to create the wage (dependent) variable. All wages were converted to dollars per hour.

Degrees of Satisfaction With Job

"How satisfied were you with the following aspects of your present or most recent job?" (TY14A, TY14B, TY14F, TY14G, TY14I, TY14L). Each of these variables was classified into four categories; very satistied, satisfied, dissatisfied and very dissatisfied.

Accuracy of Estimates

The HS&B 1980 sample, while representative and statistically accurate, is not a simple random sample. Students were selected within schools grouped in strata. Sampling rates for schools within different strata varied, resulting in better data for policy purposes, but at a cost of statistical efficiency for some estimates (e.g.,totals). Therefore, standard errors of the estimates were approximated using a formula that reflects the design features of stratification, cluster sampling and selection with varying probabilities.

For key statistics based on the total group or large subgroups (e.g., whites, and sex subgroups) the standard errors are reasonably small. For small subgroups (e.g., Hispanic dropouts), the standard errors are larger. Most, if not all, of the estimates in the tables are calculated as the weighted ratio of two estimates. The sample sizes that accompany the tables in appendix B refer to the sample size of the denominator of the ratio. In addition, estimates in the tables for which the sample size of the numerator is less than 15 are identified with footnote number 2. These estimates are usually based on small subpopulations, rare characteristics, or both.

Significance Tests

The comparisons in the text have all been tested for statistical significance to ensure that the differences are larger than those that might be expected due to sampling variation. Two types of comparisons have been made in the text.

Differences in two estimated percentages

The student's t statistic can be used to test the likelihood that the differences between two percentages are larger than would be expected by sampling error.

$$t = \frac{p1 - p2}{\sqrt{S.E.1^2 + S.E.2^2}}$$

where p1 and p2 = the two percentages being compared,

S.E.1 and S.E.2 = the standard errors of the percentages.

As the number of comparisons on the same set of data increases, the likelihood that the t value for at least one of the comparisons will exceed 1.96 is simply due to sampling error. For five tests, the risk of getting at least one t value that high, increases to 23 percent and, for 20 comparisons, 64 percent.

One way to compensate for this danger when making multiple comparisons is to adjust the alpha level to take into account the number of comparisons being made. For example, rather than establishing an alpha level of 0.05 for a single comparison, the alpha level is set to ensure that the likelihood that the t value for any of the comparisons is less than 0.05. This Bonferroni adjustment is calculated by taking the desired alpha level and

dividing by the number of possible comparisons, based on the variable(s) being compared. The t value corresponding to the revised, lower alpha level must be exceeded in order for any of the comparisons to be considered significant. For example, to test for differences in dropout rates between whites, blacks and Hispanics, the following steps would be involved:

1) Establish the number of comparisons--in this case three (whites and blacks; whites and Hispanics; and blacks and Hispanics). The number of two-way comparisons that can be made equals [n*(n-1)]/2, where n is the number of variable categories. Thus, with three categories the number of possible comparisons is [3*2]/2=3.

2) Divide the desired alpha level, .05, by the number of comparisons, e.g. three, to obtain the new alpha level (.05/3 = .0166).

3) Consult a table of t statistics (or the standard normal table for Z values if the N is large) to find the t value that corresponds to that alpha.

All comparisons in this report were tested using the Bonferroni adjustment for the t tests.

For more information about the estimates presented, contact Teresita L. Chan Kopka, National Center for Education Statistics, Longitudinal and Household Studies Branch, 555 New Jersey Ave. NW, Washington, D.C., 20208-5653 (phone 202 357-6771).

Appendix B

Standard Error Tables

Table A.--Standard errors for employment status of 1980 high school sophomore completers and dropouts, by sex: June 1982-February 1986 (Table 1)

High school completion status and sex	Percent unemployed at least once	Number of months unemployed: Average	1-5	6-10	11-15	16 & over	Unweighted n: n1	n2
			Percentage distribution					
Total	0.63	0.14	0.89	0.65	0.56	0.46	13,415	6,564
Completer	0.66	0.14	0.95	0.71	0.58	0.46	11,005	5,112
Male	0.94	0.19	1.38	1.08	0.91	0.72	5,225	2,205
Female	0.89	0.18	1.18	0.92	0.73	0.61	5,780	2,907
Postsecondary status[1]								
Student	1.00	0.20	1.43	1.07	0.76	0.73	4,687	1,849
Male	1.42	0.28	2.11	1.57	1.19	1.00	2,272	830
Female	1.43	0.27	1.87	1.44	1.03	1.03	2,415	1,019
Nonstudent	0.84	0.17	1.14	0.89	0.75	0.57	6,289	3,251
Male	1.25	0.25	1.72	1.40	1.18	0.94	2,936	1,367
Female	1.07	0.21	1.42	1.16	0.94	0.73	3,353	1,884
Dropout	1.57	0.37	2.12	1.65	1.46	1.32	2,410	1,452
Male	2.23	0.41	2.88	2.43	2.16	1.47	1,261	753
Female	2.17	0.58	3.00	2.38	2.06	2.26	1,149	699
High school completion status[1]								
Late completer	2.27	0.44	2.85	2.03	2.38	1.68	1,146	701
Working toward diploma/GED/ certificate	4.95	1.14	5.90	4.46	4.30	3.67	266	175
Not working toward diploma /GED/ certificate[2]	2.49	0.63	3.51	3.10	2.20	2.30	998	576

[1]As of spring 1986.
[2]Had not returned.

Note: n1=sample sizes for column 1.
n2=sample sizes for columns 2 to 6.

Table B.--Standard errors for employment status of 1980 high school sophomores, by high school completion status, sex and race/ethnicity: June 1982-February 1986
(Table 2)

Sex and race/ethnicity	Unemployed at least once		Average number of months unemployed	
	Completer	Dropout	Completer	Dropout
Total	0.66	1.57	0.14	0.37
Male	0.94	2.23	0.19	0.41
Female	0.89	2.17	0.18	0.58
Hispanic	2.06	4.52	0.43	0.57
Black	1.68	3.67	0.43	1.12
White	0.75	1.87	0.14	0.39

Sex and race/ethnicity	Unweighted sample sizes			
	Completer	Dropout	Completer	Dropout
Total	11,005	2,410	5,112	1,452
Male	5,225	1,261	2,205	753
Female	5,780	1,149	2,907	699
Hispanic	1,679	465	839	271
Black	1,550	408	920	290
White	7,084	1,403	3,049	819

Table C.--Standard errors for mean wage rate of 1980 high school sophomore completers and dropouts in current or most recent job, by sex (Table 3)

High school completion status and sex	Dollar /hour	Percentage distribution <Min wage	$3.35-4.99	$5.00-6.99	$7.00-8.99	$9.00-11.99	$12.00 & over	Unweighted n
Total	0.048	0.25	0.67	0.60	0.49	0.39	0.32	11,033
Completer	0.054	0.25	0.68	0.63	0.53	0.42	0.36	9,227
Male	0.090	0.28	0.92	0.92	0.82	0.68	0.59	4,452
Female	0.050	0.41	0.96	0.87	0.66	0.45	0.35	4,775
Postsecondary status[1]								
Student	0.090	0.42	1.09	0.97	0.74	0.61	0.50	3,916
Male	0.156	0.58	1.51	1.36	1.03	0.99	0.76	1,888
Female	0.087	0.62	1.52	1.29	1.04	0.78	0.66	2,028
Nonstudent	0.068	0.31	0.83	0.86	0.71	0.55	0.49	5,295
Male	0.114	0.29	1.12	1.26	1.12	0.94	0.82	2,556
Female	0.059	0.55	1.24	1.18	0.81	0.54	0.39	2,739
Dropout	0.097	0.87	1.98	1.69	1.25	1.04	0.59	1,806
Male	0.132	0.98	2.42	2.28	1.69	1.47	0.91	1,059
Female	0.120	1.67	3.09	2.41	1.71	1.18	0.45	747
High school completion status[1]								
Late completer	0.134	0.80	2.65	2.38	1.96	1.77	0.84	922
Working toward diploma/GED/ certificate	0.050	0.41	0.96	0.87	0.66	0.45	0.35	176
Not working toward diploma /GED/ certificate[2]	0.164	1.79	3.11	2.70	1.88	1.17	1.03	708

[1]As of spring 1986.
[2]Had not returned.

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Table D.--Standard errors for mean wage rate of 1980 high school sophomores in current or most recent job, by high school completion status, sex and race/ethnicity

(Table 4)

Sex and race/ ethnicity	Dollar/hour		Less than minimum wage		$3.35-$4.99 per hour	
	Completer	Dropout	Completer	Dropout	Completer	Dropout
Total	0.054	0.097	0.25	0.87	0.68	1.98
Male	0.090	0.132	0.28	0.98	0.92	2.42
Female	0.050	0.120	0.41	1.67	0.96	3.09
Hispanic	0.110	0.265	0.87	1.17	2.30	5.49
Black	0.113	0.225	1.14	2.11	1.94	5.25
White	0.064	0.124	0.26	1.21	0.78	2.33

Sex and race/ethnicity	Unweighted sample sizes	
	Completer	Dropout
Total	9,227	1,806
Male	4,452	1,059
Female	4,775	747
Hispanic	1,365	347
Black	1,244	273
White	6,076	1,082

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Table E.--Standard errors for type of occupation held by 1980 high school sophomore completers and dropouts in current or most recent job, by sex

(Table 5)

High school completion status and sex	Prof/ tech	Manager/ admin	Salesman/ agent	Secretary/ clerk	Craftsman	Operative	Laborer	Service worker	Unweighted n
Total	0.34	0.32	0.34	0.53	0.47	0.36	0.33	0.50	12,435
Completer	0.40	0.35	0.35	0.57	0.47	0.35	0.33	0.50	10,387
Male	0.58	0.54	0.48	0.59	0.84	0.60	0.61	0.60	4,989
Female	0.53	0.44	0.52	0.91	0.37	0.35	0.25	0.78	5,398
Postsecondary status[1]									
Student	0.81	0.49	0.65	0.94	0.49	0.36	0.47	0.85	4,412
Male	1.17	0.77	0.88	1.08	0.89	0.65	0.92	1.04	2,130
Female	1.08	0.61	0.93	1.41	0.37	0.33	0.27	1.30	2,282
Nonstudent	0.39	0.47	0.41	0.73	0.67	0.50	0.44	0.65	5,956
Male	0.59	0.71	0.53	0.65	1.16	0.84	0.81	0.76	2,849
Female	0.52	0.61	0.62	1.18	0.54	0.50	0.36	1.03	3,107
Dropout	0.41	0.64	1.02	1.26	1.40	1.16	1.11	1.50	2,048
Male	0.49	0.88	1.32	1.26	2.09	1.48	1.70	1.54	1,187
Female	0.73	0.78	1.40	2.43	1.06	1.94	0.52	2.69	861
High school completion status[1]									
Late completer	0.79	0.92	1.33	2.14	1.84	1.33	1.42	1.98	1,028
Working toward diploma/GED/ certificate	0.59	0.39	3.96	3.69	4.86	2.59	4.93	4.91	205
Not working toward diploma /GED/ certificate[2]	0.25	1.06	1.47	1.63	2.44	2.15	1.70	2.58	815

[1]As of spring 1986.
[2]Had not returned.
Note: Transport operative and farmer/farm laborers are excuded from this table. Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Table F.--Standard errors for type of occupation held by 1980 high school sophomores in current or most recent job, by high school completion status, sex and race/ethnicity
(Table 6)

Sex and race/ethnicity	Prof/technician		Operative		Laborer	
	Completer	Dropout	Completer	Dropout	Completer	Dropout
Total	0.40	0.41	0.35	1.16	0.33	1.11
Male	0.58	0.49	0.60	1.48	0.61	1.70
Female	0.53	0.73	0.35	1.94	0.25	0.52
Hispanic	1.05	1.75	1.62	3.66	1.32	4.11
Black	0.80	0.19	0.99	2.33	0.97	2.83
White	0.48	0.52	0.37	1.50	0.37	1.34

Sex and race/ethnicity	Unweighted sample sizes	
	Completer	Dropout
Total	10,387	2,048
Male	4,989	1,187
Female	5,398	861
Hispanic	1,550	397
Black	1,414	324
White	6,794	1,212

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Table G.--Standard errors for degree of satisfaction with job as a whole in current or most recent job of 1980 high school sophomore completers and dropouts, by sex

(Table 7)

High school completion status and sex	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unweighted sample sizes
Total	0.55	0.61	0.44	0.24	11,660
Completer	0.60	0.66	0.47	0.23	9,773
Male	0.82	0.92	0.67	0.31	4,681
Female	0.80	0.89	0.67	0.33	5,092
Postsecondary status[1]					
Student	0.90	1.01	0.76	0.40	4,182
Male	1.22	1.48	1.06	0.49	2,015
Female	1.30	1.42	1.06	0.63	2,167
Nonstudent	0.79	0.86	0.61	0.28	5,574
Male	1.10	1.24	0.89	0.41	2,656
Female	1.06	1.19	0.82	0.36	2,918
Dropout	1.46	1.90	1.28	0.83	1,887
Male	2.05	2.37	1.58	1.04	1,086
Female	1.99	2.82	2.17	1.60	801
High school completion status[1]					
Late completer	2.07	2.59	1.70	1.16	956
Working toward diploma/GED/ certificate	3.93	5.98	5.39	1.63	189
Not working toward diploma /GED/ certificate[2]	2.33	2.89	1.90	1.65	742

[1]As of spring 1986.
[2]Had not returned.

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Table H.--Standard errors for degree of satisfaction with pay and fringe benefits, and importance and challenge in current or most recent job of 1980 high school sophomore completers and dropouts, by sex (Table 8)

High school completion status and sex	Pay and fringe benefits		Importance and challenge		Unweighted sample sizes	
	Very satisfied	Very dissatisfied	Very satisfied	Very dissatisfied	n1	n2
Total	0.47	0.30	0.51	0.25	11,657	1,665
Completer	0.51	0.30	0.55	0.27	9,755	9,777
Male	0.72	0.38	0.79	0.34	4,678	4,680
Female	0.70	0.48	0.75	0.41	5,077	5,097
Postsecondary status[1]						
Student	0.77	0.50	0.86	0.53	4,158	4,187
Male	1.11	0.57	1.19	0.63	2,012	2,018
Female	1.11	0.81	1.16	0.82	2,146	2,169
Nonstudent	0.68	0.37	0.71	0.31	5,580	5,573
Male	0.98	0.49	1.09	0.40	2,656	2,652
Female	0.90	0.54	0.97	0.45	2,924	2,921
Dropout	1.25	0.98	1.37	0.72	1,902	1,084
Male	1.64	1.24	1.80	0.92	1,095	1,084
Female	1.78	1.66	2.02	1.23	807	804
High school completion status[1]						
Late completer	1.79	0.90	1.85	1.02	962	958
Working toward diploma/GED/ certificate	4.72	5.05	4.39	2.52	191	187
Not working toward diploma /GED/ certificate[2]	1.69	1.65	2.30	1.12	749	743

[1]As of spring 1986.
[2]Had not returned.
Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.
n1=sample sizes for columns 1 & 2.
n2=sample sizes for columns 3 & 4.

Table Ia.--Standard errors for degree of satisfaction with security and permanence, opportunity to use past training and education, and with developing new skills in current or most recent job of 1980 high school sophomore completers and dropouts, by sex (Table 9)

High school completion status and sex	Security and permanence		Use past training and education		Developing new skills	
	Very satisfied	Very dissatisfied	Very satisfied	Very dissatisfied	Very satisfied	Very dissatisfied
Total	0.54	0.29	0.48	0.31	0.54	0.31
Completer	0.59	0.30	0.52	0.34	0.58	0.33
Male	0.82	0.44	0.74	0.48	0.85	0.43
Female	0.77	0.40	0.70	0.45	0.76	0.46
Postsecondary status[1]						
Student	0.82	0.51	0.87	0.57	0.89	0.53
Male	1.12	0.78	1.13	0.86	1.22	0.68
Female	1.23	0.69	1.22	0.74	1.24	0.85
Nonstudent	0.76	0.36	0.65	0.41	0.78	0.39
Male	1.11	0.53	0.94	0.59	1.15	0.55
Female	0.99	0.47	0.89	0.58	1.01	0.52
Dropout	1.36	0.87	1.21	0.91	1.53	1.00
Male	1.86	1.18	1.68	1.14	2.14	1.15
Female	2.06	1.23	1.67	1.50	2.01	1.82
High school completion status[1]						
Late completer	2.06	1.31	1.85	1.13	2.15	1.15
Working toward diploma/GED/ certificate	4.10	3.27	2.24	4.29	5.2 1	4.45
Not working toward/diploma /GED/ certificate[2]	2.33	1.11	1.98	1.35	2.42	1.66

[1]As of spring 1986.
[2]Had not returned.
Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Table Ib.--Unweighted sample sizes for degree of satisfaction with security and permanence, opportunity to use past training and education, and with developing new skills in current or most recent Job of 1980 high school sophomore completers and dropouts, by sex (Table 9)

High school completion status and sex	Security and permanence	Use past training and education	Developing new skills
Total	11,526	11,532	11,536
Completer	9,649	9,669	9,670
Male	4,633	4,632	4,651
Female	5,016	5,037	5,019
Postsecondary status[1]			
Student	4,094	4,130	4,139
Male	1,986	1,992	2,001
Female	2,108	2,138	2,138
Nonstudent	5,538	5,522	5,514
Male	2,637	2,630	2,640
Female	2,901	2,892	2,874
Dropout	1,877	1,863	1,866
Male	1,079	1,072	1,078
Female	798	791	788
High school completion status[1]			
Late completer	952	945	947
Working toward diploma/GED/ certificate	182	187	182
Not working toward diploma /GED/ certificate[2]	743	731	737

[1]As of spring 1986.
[2]Had not returned.

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Table Ja.--Standard errors for degree of satisfaction (very satisfied) with job as a whole and other aspects of job in current or most recent job of 1980 high school sophomores, by high school completion status, sex and race/ethnicity
(Table 10)

Sex and race/ ethnicity	Job as a whole		Pay and fringe benefits		Importance and challenge	
	Completer	Dropout	Completer	Dropout	Completer	Dropout
Total	0.60	1.46	0.51	1.25	0.55	1.37
Male	0.82	2.05	0.72	1.64	0.79	1.80
Female	0.80	1.99	0.70	1.78	0.75	2.02
Hispanic	1.91	3.67	1.78	2.61	1.79	3.59
Black	1.55	2.56	1.46	3.21	1.44	3.23
White	0.70	1.86	0.59	1.47	0.63	1.53

Sex and race/ ethnicity	Security and permanence		Use past training /education		Develop new skills	
	Completer	Dropout	Completer	Dropout	Completer	Dropout
Total	0.59	1.36	0.52	1.21	0.58	1.53
Male	0.82	1.86	0.74	1.68	0.85	2.14
Female	0.77	2.06	0.70	1.67	0.76	2.01
Hispanic	1.81	4.39	1.77	3.42	2.11	3.69
Black	1.32	3.18	1.27	3.03	1.53	2.55
White	0.67	1.73	0.61	1.50	0.64	1.99

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Table Jb.--Unweighted sample sizes for degree of satisfaction (very satisfied) with job as a whole and other aspects of job in current or most recent job of 1980 high school sophomores, by high school completion status, sex and race/ethnicity
(Table 10)

Sex and race/ ethnicity	Job as a whole		Pay and fringe benefits		Importance and challenge	
	Completer	Dropout	Completer	Dropout	Completer	Dropout
Total	9,773	1,887	9,755	1,902	9,777	1,888
Male	4,681	1,086	4,678	1,095	4,680	1,084
Female	5,092	801	5,077	807	5,097	804
Hispanic	1,444	356	1,443	358	1,445	354
Black	1,330	296	1,330	300	1,330	294
White	6,423	1,127	6,409	1,135	6,424	1,132

Sex and race/ ethnicity	Security and permanence		Use past training /education		Develop new skills	
	Completer	Dropout	Completer	Dropout	Completer	Dropout
Total	9,649	1,877	9,669	1,863	9,670	1,866
Male	4,633	1,079	4,632	1,072	4,651	1,078
Female	5,016	798	5,037	791	5,019	788
Hispanic	1,433	352	1,425	347	1,431	348
Black	1,311	298	1,317	295	1,311	293
White	6,341	1,120	6,356	1,113	6,359	1,117

Note: Current job was one held as of February to May 1986. Most recent was one held since March 1984.

Table K.--Standard errors for employment-related activities of 1980 high school sophomore completers and dropouts, by sex: February 1986
[Table 11]

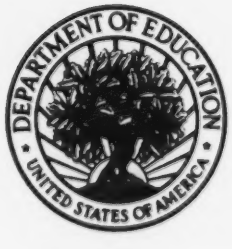
High school completion status and sex	Work full-/part-time	Temp layoff	Looking for work	Keeping house	Unweighted sample sizes
Total	0.58	0.17	0.37	0.40	13,382
Completer	0.62	0.17	0.36	0.36	10,978
Male	0.82	0.29	0.54	0.18	5,209
Female	0.86	0.20	0.49	0.66	5,769
Postsecondary status[1]					
Student	1.06	0.19	0.50	0.40	4,687
Male	1.43	0.25	0.69	0.36	2,272
Female	1.46	0.29	0.74	0.70	2,415
Nonstudent	0.68	0.24	0.49	0.50	6,291
Male	0.90	0.43	0.76	0.18	2,937
Female	1.00	0.27	0.62	0.91	3,354
Dropout	1.56	0.62	1.21	1.30	2,404
Male	1.95	1.07	1.55	0.71	1,256
Female	2.36	0.34	1.92	2.30	1,148
High school completion status[1]					
Late completer	2.27	0.72	1.55	1.67	1,146
Working toward diploma/GED/ certificate	5.03	3.65	4.02	2.87	262
Not working toward diploma /GED/ certificate[2]	2.63	0.53	2.06	2.37	996

[1]As of spring 1986.
[2]Had not returned.

Table L.--Standard errors for employment-related activities of 1980 high school sophomores by high school completion status, sex, and race/ethnicity: February 1986
(Table 12)

Sex and race/ethnicity	Work full-/part-time		Temporary layoff		Looking for work		Keeping house	
	Completer	Dropout	Completer	Dropout	Completer	Dropout	Completer	Dropout
Total	0.62	1.56	0.17	0.62	0.36	1.21	0.36	1.30
Male	0.82	1.95	0.29	1.07	0.54	1.55	0.18	0.71
Female	0.86	2.36	0.20	0.34	0.49	1.92	0.66	2.30
Hispanic	1.78	4.45	0.96	1.01	1.41	3.67	1.20	2.69
Black	1.71	3.75	0.48	1.34	1.16	3.23	1.19	2.94
White	0.73	1.95	0.19	0.82	0.39	1.45	0.42	1.59

Sex and race/ethnicity	Unweighted sample sizes	
	Completer	Dropout
Total	10,978	2,404
Male	5,209	1,256
Female	5,769	1,148
Hispanic	1,676	465
Black	1,546	408
White	7,065	1,396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